

## FY-2011 SERVICE PLAN GENERAL INSTRUCTIONS

Each supervisory union is required by law to submit a service plan annually to the Commissioner of Education. Each supervisory union is required to report its anticipated expenditures for special education for the following school year by October 15th. This service plan is primarily designed to meet the above requirements. The reason that information in each section is required or the purpose of each section will be noted in the instructions.

There are three sections of the service plan. Section A is to be completed for the supervisory union as a whole. Section B's and C's are completed by each budget entity within the supervisory union that is expected to incur K-12 or preschool special education costs. **For this purpose, a budget entity may be a town/city school district, an incorporated school district, a union or unified union school district, a joint contract district, an interstate school district or a supervisory union.** Section B is to be completed by each budget entity for its K-12 special education costs. Section C is to be completed by each budget entity, which is expected to incur preschool special education costs.

**Section A** is completed for the **supervisory union** and consists of:

- Part 1 Summary of Cost Reported on Sections B and C
- Part 2 Salary Survey for "Mainstream" Special Education Positions as of October 1, 2009
- Part 3 Special Education Teachers and Paraprofessionals Employed and Needed For School Year 2009-2010
- Part 4 Other Special Education and Related Service Personnel Employed and Needed For School Year 2009-2010
- Part 5 Staff Shortages of Special Education Personnel For School Year 2009-2010

**Section B** is completed for **each budget entity for Kindergarten through 12th grade special education costs**. This section consists of:

- Part 1 K-12 Student and Staff Information
- Part 2 Special Education K-12 Budget
- Part 3(a) Extraordinary Cost Summary
- Part 3(b) Distribution of Extraordinary Cost to School Districts

**Section C** is completed for **each budget entity for preschool special education costs**. This section consists of one part:

- Part 1 Children Served and Budget for Preschool Special Education

***THE DUE DATE FOR ALL SECTIONS IS OCTOBER 15<sup>th</sup>, 2009. Submit signed original to:***

**Margaret Schelley  
Financial Management Team  
Department of Education  
120 State Street  
Montpelier, VT 05620-2501**

**A copy of the Service Plan and any worksheets should be kept by the person preparing the report in case questions are raised during the Department's review of the Service Plans.**

***PLEASE READ THE INSTRUCTIONS BEFORE COMPLETING THE FORMS.***

## **Section A - Supervisory Union Summary Instructions**

This section, which is printed on *green* paper, is to be completed for the supervisory union as a whole.

### **Part 1 – Summary of Cost from Section B and C**

Under number 1, list the budget entities for which Section B's and Section C's are being submitted. In the first column, enter the names of the budget entities which include town/city/incorporated school districts, union or unified school districts, joint contract districts and the supervisory union. For the description, indicate the type of school (such as town/city school district, an incorporated school district, a union or unified union school district, a joint contract district, an interstate school district or a supervisory union).

There are two columns for the total amounts from Section B and Section C. On the line for each budget entity, enter the total from the Section B and Section C completed for that budget entity. For example, if Addison Northwest Supervisory Union estimated K-12 special education costs of \$162,300 on Section B and Preschool special education costs of \$148,500 on Section C, those amounts would be entered on the Addison Northwest SU line in Section B and C columns respectively. If Vergennes Union High School estimates it will pay \$1,150,490 from its accounts for K-12 Special Education Services on Section B, then the Vergennes UHS line would only show \$1,150,490 in the Section B column.

Once the amount for all the budget entities have been entered, enter the total of all the amounts listed in Section B and C columns on the "Total Estimated Unduplicated FY-2011 Cost" line. The total amounts should be the total unduplicated cost projected for K-12 eligible special education (Section B column) and preschool special education (Section C column) for FY-2011 for the supervisory union and its member districts.

Under number 2 on the form, enter the name and telephone number of the person responsible for preparing this service plan. This will allow us to contact the appropriate person when we have questions.

The bottom of this form requires the signature of the superintendent and the form with the original signature must be submitted to the Department.

### **Part 2 - Salary Survey for "Mainstream" Special Education Positions as of October 1, 2009**

The salary survey information is needed to compute the Mainstream Block Grant for FY-2011. There are also instructions at the top of the form itself. List all employees who are licensed as and working in the following capacities: Special Educator, Intensive Special Needs Teacher, Consulting Teacher and Educational Speech Language Pathologist. The information reported for each employee should be available from the employee's contract for the current school year. For this part, it is not important to exclude portions of the salary that might relate to non-special education functions. It is important to have the accurate salary and the FTE that matches that salary.

This data collection is only for employees who are working on a salary basis as of October 1, 2009. Do not include contracted employees who are not covered by the master negotiated agreement. Also do not include vacant positions.

Show the **annual salary** being paid for each position as of October 1, 2009, **for the current school year**.

Although others parts of the service plan relate to projected costs for the upcoming school year, this part requires the salary for the current school year 2009-2010. Enter the salary per the employee's contract for the current school year, excluding compensation for summer services or extra duties. If the person works part-time, show the salary earned for that part-time position. For "FTE" (full-time equivalency), show the portion of time the person works as a decimal equivalent. If a person is hired as a 50% employee, the FTE should be shown as .50.

If the percentage that the person works is not included in their contract, you will need to calculate it based on the hours that the employee works. If a person works the full school day for three days out of the five-day school week, use .6 (3/5). If the person works each day for 3 1/4 hours out of a 6 1/2 workday, then use .5 (3.25/6.5).

Toward the bottom of the form, enter the current annual salary for the individuals licensed and performing the duties of a **director of special education**. This is to **include positions employed at the supervisory union and at the school district level**. If the person is employed part-time, enter the FTE for that reflects the decimal equivalent of the time employed – i.e., 60% is shown as .6. If the person is employed full-time, enter 1.0 for FTE. For this salary survey, report the total contract salary amount for the person and the FTE they are employed for even if job functions include non-special education duties. (For completing the budget sections, only include the salary relating to special education as an eligible special education cost.)

This form requires the signature of superintendent as well as the date signed at the bottom. The form with the original signature should be submitted to the Department.

### **Special Education Personnel Survey for School Year 2009-2010 (Section A, Parts 3 - 5):**

#### **Overview**

The personnel survey comprising Parts 3, 4 and 5 of the Service Plan is designed to fulfill two purposes:

- 1) To count the full-time equivalents (FTEs) of special education teachers, paraprofessionals and related services personnel as required by the U.S. Department of Education Office of Special Education Programs (OSEP) in order for the State to receive its federal IDEA-B funds; and
- 2) To help the Vermont Department of Education determine the extent of special education personnel shortages.

For questions about completing the personnel survey, please contact Mike Bailey at 828-3132 or [mike.bailey@state.vt.us](mailto:mike.bailey@state.vt.us).

#### **Definitions**

##### **Special Education Teacher:**

For the purposes of this data collection OSEP is defining a special education teacher as a teacher employed to provide special education to children with disabilities, including preschool teachers, itinerant/consulting teachers, and home/hospital teachers. This definition also includes teachers of children with disabilities in separate schools and facilities. This definition DOES NOT include *regular* education teachers who work with children with disabilities. Please note Speech-Language Pathologists are reported in Part 4 not in Part 3.

##### **Special Education Paraprofessional:**

For the purposes of this data collection OSEP is defining special education paraprofessionals as employees who provide instructional support, including those who:

- provide one-on-one tutoring if such tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher and/or;
- assist with classroom management, such as organizing instructional and other materials and/or;
- provide instructional assistance in a computer laboratory and/or;
- conduct parental involvement activities and/or;
- provide support in a library or media center and/or;
- act as a translator and/or;

- provide instructional support services under the direct supervision of a teacher.

This definition DOES NOT include regular education paraprofessionals who work with special education children.

**Highly Qualified** (Column 1(a) in Part 3):

Report the FTEs of teachers or paraprofessionals **employed or contracted** to provide special education and related services who meet the Vermont state standard for highly qualified for the position. For additional information on highly qualified teacher and paraprofessional determinations, you may go to the Vermont Department of Education Educator Licensing web site at <http://education.vermont.gov/new/html/licensing/hqt.html>. Below is a brief summary of the highly qualified requirements for special education teachers and paraprofessionals to be used for this data collection.

For this federal data report, a Special Education Teacher is considered highly qualified if they meet the requirement or if there is no requirement for the work they perform. This is similar to the fully certified and not fully certified definitions below.

For Special Education Teachers, the criteria for highly qualified depends on the work being performed so that an individual may be highly qualified for some of the work he/she performs but not the rest. The Special Educator would be considered highly qualified to perform a consultation role with classroom teachers or in a team teaching situation where the classroom teacher was highly qualified. Also there are no highly qualified requirements for subjects outside the “core” content areas or for doing case management work, so a Special Education Teacher is considered highly qualified for the time he/she is performing these functions on Part 3.

However, when a Special Educator is providing primary instruction, the highly qualified determination is based on the number of credit hours the Special Educator has in the subject matter being taught and the student’s present level of performance if the subject is one of the “core” content areas. See web site for specifics by content area. Therefore it is important to review the time spent providing primary instruction in “core” content areas to determine if the Special Educator meets the highly qualified instructions for the specific for the subjects he/she is teaching.

For Special Education Paraprofessionals in Title I schools, the determination of whether a paraprofessional is highly qualified or not highly qualified is based on the paraprofessional’s level of education, having an associate’s degree or having passed a State or local academic assessment.

Special Education Paraprofessionals working in non-Title I schools should be reported as fully certified as the highly qualified requirements to not apply and there are no certification requirements for these paraprofessionals

**Not Highly Qualified** (Column 1(b) in Part 3):

Report the number of FTE teachers or paraprofessionals **employed or contracted** to provide special education and related services who do NOT meet the Vermont State standard for highly qualified for the position in which they are employed.

**Vacant Positions** (Column 2 in Parts 3 and 4):

The number of unfilled vacancies in **funded** positions that exist during the school year. Do not count positions which are filled by personnel not fully qualified or fully certified, as these positions are already counted. Do not count any vacancies for which funds are not available.

**Fully Certified** (Column 1(a) in Part 4):

Report other staff and paraprofessionals in non-Title I schools that meet the existing State standards or requirements (certification or licensure) for the position held. If there are no state requirements for the position, then count the FTE as fully certified.

**Not Fully Certified** (Column 1(b) in Part 4):

Report other staff, excluding teachers and paraprofessionals, that *do not* meet the existing State standards or requirements (certification or licensure) required for the position held. This includes staff employed on an emergency or provisional basis and may include long-term substitutes.

**Total Demand** (Column 3 in Parts 3 and 4):

The Total Demand FTE is the sum of Column 1(a), Column 1(b) and Column 2.

**How to Calculate Full-Time Equivalents (FTEs):**

- 1) The first step in making a FTE calculation for an individual teacher, paraprofessional or other staff member (regardless of HQT or certification status) is to define how many hours are in one (1) FTE in the school district where they are employed. As an example, consider hypothetical ‘School District Town Alpha’, where there are 6.5 hours in a full-time work day and 175 work days in a school year. In this example, the number of hours in 1.0 FTE would be 1,137.5 (6.5 hours in a day multiplied by 175 days in a school year). For your calculation, use the hours per day and days per school year that are typical for the school district.
- 2) After defining the number of hours in 1.0 FTE, the next step is to determine how many hours a particular staff member works over the course of a school year. As an example consider ‘Special Education Teacher Mary’ who works in School District Alpha. If Mary works 3 hours per day, for 175 days, then her total hours worked for the year are 525 (3 hours per day multiplied by 175 days).
- 3) The final step in determining the FTE value for a particular teacher or staff member is to divide the total number of hours the staff member worked into your calculation for the number of hours in 1.0 FTE. For example, the FTE value for ‘Special Education Teacher Mary’ in School District Alpha would be .46 (525 hours worked per year divided into 1,137.5 hours for a 1.0 FTE).
- 4) **Note that the calculation of FTE values is the same for all staff regardless if they work under a negotiated agreement or a separate service contract.** For example, if ‘Occupational Therapist Robert’ is contracted by School District Alpha to work 5 hours per day for 20 days during the school year, the FTE value would be .0879 (100 hours worked per year divided into 1,137.5 hours for a 1.0 FTE).
- 5) **Round the number so that there are only two digits after the decimal point.** In the above example, the .0879 would be rounded to .09.

### **Part 3 - Special Education Teachers and Special Education Paraprofessionals Employed and Needed for School Year 2009-2010**

Please enter the full-time equivalent (FTE) values in each column for all special education teachers and special education paraprofessionals employed during school year 2009-2010 by the supervisory union and all its member school districts. The FTEs need to be divided between the age group categories of children with disabilities ages 3 - 5 and ages 6 - 21. The FTEs for staff employed needs to be divided between staff “highly qualified” and “not highly qualified” based on the definition for this data collection which is on page 4.

#### **Special Education Teachers Section**

To complete the Column (1), it may be easiest to start with the FTE for each of the Special Education Teachers employed or contracted for the school year. The FTEs for Special Education Teachers need to be divided between time spent providing services to the two age groups – ages 3-5 and ages 6-21. The next step is to determine what FTE the Special Education Teacher is not highly qualified for the duties he/she is providing. This would require determining which blocks of the special educator’s schedule involves providing primary instruction in a “core” content area for which they are not considered highly qualified based on the content area requirements for the students’ present levels of performance. This information on content knowledge requirements for special educators is available under the Special Educator tab at <http://education.vermont.gov/new/html/licensing/hqt.html>. The balance of the total FTEs for Special Education Teachers employed but not reported as “not highly qualified” would be reported as “highly qualified”. The FTE for vacant positions is shown under Column (2) and the Total Demand is the total of the three columns to the left.

#### **Special Education Paraprofessionals Section**

The reporting for special education paraprofessionals is divided between paraprofessionals working in Title I school and working in non-Title I school. For paraprofessionals working in Title I schools, the FTE count must be divided between paraprofessionals that meet the “highly qualified” requirements and those that do not. For paraprofessionals working in non-Title I schools, the FTE count is shown as fully certified as the special education paraprofessionals are not required to meet the highly qualified requirements and there are no State requirement. The FTE count is further divided between the two age groups (ages 3-5 and ages 6-21) based on the time spent providing services for each. The FTE for vacant positions is shown under Column (2) and the Total Demand is the total of the three columns to the left.

#### **Data Notes:**

- 1) In all columns, please round all responses to the nearest two decimal points, e.g. 1.346 should be recorded as 1.35.
- 2) When completing Vacant Positions (Column 2), only include FTEs of **funded** unfilled vacancies that existed during the school year. Do not count positions which are filled by personnel not fully qualified as these positions are already counted. Do not count any vacancies for which funds are not available.
- 3) Speech Pathologists should NOT be included in Part 3. Speech Pathologists are included in Part 4: Other Special Education and Related Service Personnel.
- 4) DO NOT include *regular* education teachers who work with children with disabilities in this section.
- 5) Include all teachers **employed or contracted** to provide services.

#### **Part 4 - Other Special Education and Related Service Personnel Employed and Needed For School Year 2009-2010**

Please enter FTE values in each column for all fully certified and not fully certified related service personnel employed for school year 2009 - 2010 by the supervisory union and all its member school districts to provide special education services to children with disabilities ages 3 - 21. *Do not include any teachers or paraprofessionals reported in Part 3. All special education staff should be shown either on Part 3 or Part 4 but should not be reported on both as that would result in duplication of the staff counts.*

Report the FTE of staff employed for each category divided between fully certified and not fully certified. Fully certified staff in column 1(a) includes those staff meeting the existing State standards or requirements (certification or licensure) for the position held. If there are no state requirements for the position, then count the FTE as fully certified. Report as not fully certified staff those staff *not* meeting the existing State standards or requirements (certification or licensure) required for the position held. This includes staff employed on an emergency or provisional basis and may include long-term substitutes.

OSEP has modified which specific types of related service personnel are to be reported in the categories contained in Part 4. The modifications, as dictated by OSEP and ostensibly reflecting the reauthorized IDEA are contained in the appendix to this section (Part 4 Appendix). Please review these row-by-row definitions and use them as a guide when completing this section.

##### **Data Notes:**

- 1) Please round all responses to the nearest two decimal points, e.g. 1.345 should be recorded as 1.35.
- 2) When completing Vacant Positions (Column 2), only include FTEs of **funded** unfilled vacancies that exist during the school year. Do not count positions which are filled by personnel not fully certified as these positions are already counted. Do not count any vacancies for which funds are not available.
- 3) In rows 18 and 19 (other professional staff and other nonprofessional staff), include an unduplicated FTE count of all professional and nonprofessional personnel providing special education and related services for children with disabilities not reported in Part 3 or elsewhere in Part 4 (this part).

#### **Part 5 - Staff Shortages of Special Education Personnel For School Year 2009-2010**

Report the number of positions that you have been unable to fill due to the lack of qualified applicants for the current school year (2009 - 2010). This information is used by the Department to determine staffing needs. The positions reported should include the **funded** vacancies listed on Parts 3 and 4 as well as **any additional positions needed** by the Supervisory Union for the provision of special education services. The name of the Supervisory Union is omitted from the form to maintain confidentiality.

##### **Data Notes:**

- 1) Please round all responses to the nearest two decimal points, e.g. 1.345 should be recorded as 1.35.
- 2) The FTE count reported on Part 5 should include the vacant positions from Parts 3 and 4 as well as any other additional positions needed.

For questions about completing the personnel survey please contact Mike Bailey at [mike.bailey@state.vt.us](mailto:mike.bailey@state.vt.us) or 828-3132.

## **Part 4 Appendix**

Definitions of the specific types of “related services personnel serving children with disabilities” that are to be reported in the categories contained in Part 4 are as follows:

### **ROW 1: Speech Language Pathologists**

Provide an unduplicated FTE count of ANY speech-language pathologists providing the following services to children with disabilities:

- “Identification of children with speech or language impairments;
- Diagnosis and appraisal of specific speech or language impairments;
- Referral for medical or other professional attention necessary for the habilitation of speech or language impairments;
- Provision of speech and language services for the habilitation or prevention of communicative impairments; and
- Counseling and guidance of parents, children, and teachers regarding speech and language impairments.”

### **ROW 2: Vocational Education Teachers**

DO NOT include vocational education teachers employed to work with all students, with and without disabilities.

Provide an unduplicated FTE count of ONLY those vocational educational teachers employed specifically to work with students with disabilities.

### **ROW 3: Physical Education Teachers**

Provide an unduplicated FTE count of ANY physical education teachers who provide special physical education, adaptive physical education, movement education or motor development to children and youth with disabilities.

### **ROW 4: Work-Study Coordinators**

DO NOT include work-study coordinators employed to work with all students, with and without disabilities.

Provide an unduplicated FTE count of ONLY those work-study coordinators employed specifically to work with students with disabilities.

### **ROW 5: Psychologists**

Provide an unduplicated FTE count of ANY psychologists who provide the following services to children with disabilities:

- “Administering psychological and educational tests, and other assessment procedures;
- Interpreting assessment results;
- Obtaining, integrating, and interpreting information about child behavior and conditions relation to learning;
- Consulting with other staff member in planning school program to meet the special needs of children as indicated by psychological tests, interviews, and behavioral evaluations;
- Planning and managing a program of psychological services, including psychological counseling for children and parents; and
- Assisting in developing positive behavioral intervention strategies.”



## **ROW 6: School Social Workers**

DO NOT include social workers employed to work with all students, with and without disabilities.

Provide an unduplicated FTE count of ONLY those social workers employed specifically to work with students with disabilities who provide the following services:

- “Preparing a social or developmental history on a child with a disability;
- Group and individual counseling with the child and family;
- Working in partnership with parents and others on those problems in a child’s living situation (home, school or community) that affect the child’s adjustment in school;
- Mobilizing school and community resources to enable the child to learn as effectively as possible in his or her education program; and
- Assisting in developing positive behavioral intervention strategies.”

## **ROW 7: Behavior Specialists**

DO NOT include behavior specialists employed to work with all students, with and without disabilities.

Provide an unduplicated FTE count of ONLY those behavior specialists employed specifically to work with students with disabilities.

## **ROW 8: Occupational Therapists**

Provide an unduplicated FTE count of ANY occupational therapists that provide the following services to children with disabilities:

- “Improving, developing or restoring functions impaired or lost through illness, injury, or deprivation;
- Improving ability to perform tasks for independent functioning if functions are impaired or lost; and
- Preventing, through early intervention, initial or further impairment or loss of function.”

## **ROW 9: Audiologists**

Provide an unduplicated FTE count of ANY audiologists who provide the following services to children with disabilities:

- “Identification of children with hearing loss;
- Determination of the range, nature, and degree of hearing loss, including referral for medical or other professional attention for the habilitation of hearing.
- Provision of habilitative activities, such as language habilitation, auditory training, speech reading (lip-reading), hearing evaluation, and speech conservation;
- Creation and administration of programs for prevention of hearing loss;
- Counseling and guidance of children, parents, and teacher regarding hearing loss; and
- Determination of the children’s needs for group and individual amplification, selecting and fitting an appropriate aid, and evaluating the effectiveness of amplification.”

### **ROW 10: Recreation and Therapeutic Recreation Specialists**

Provide an unduplicated FTE count of ANY recreation and therapeutic recreation specialists who provide the following services to children with disabilities:

- “Assessment of leisure function;
- Therapeutic recreation services;
- Recreation programs in schools and community agencies; and
- Leisure education.”

### **ROW 11: Medical/Nursing Services**

Provide an unduplicated FTE count of ANY personnel providing the following medical/nursing services:

- Medical services for diagnostic and evaluation purposes provided to determine whether a child has a disability and the nature and extent of the special education and related services that the child needs.
- Personnel who provide nursing services designed to enable a child with a disability to receive FAPE as described in the child’s IEP, with the exception of services related to medical devices that are surgically implanted (e.g., cochlear implants).
- DO NOT report personnel in this row who have been reported elsewhere.

### **ROW 12: Physical Therapists**

Provide an unduplicated FTE count of ANY physical therapists that provide the following services to children with disabilities:

- Screening, evaluation, and assessment of children “... to identify movement dysfunction;
- Obtaining, interpreting, and integrating information appropriate to program planning to prevent, alleviate, or compensate for movement dysfunction and related functional problems; and
- Providing individual and group services or treatment to prevent, alleviate, or compensate for movement dysfunction and related functional problems.”

### **ROW 13: Counselors**

DO NOT include counselors employed to work with all students, with and without disabilities.

Provide an unduplicated FTE count of ONLY those counselors employed specifically to work with students with disabilities.

### **ROW 14: Supervisors/Administrators**

Provide an unduplicated FTE count of supervisors/administrators providing special education and related services to children with disabilities ages 3 - 21. Include school district and supervisory union special education professionals whose activities are concerned with directing and managing the operation of a particular special education school or program.

**ROW 15: Interpreters**

Provide an unduplicated FTE count of interpreters who provide services, as used with respect to children who are deaf or hard of hearing, including oral transliteration services, cued language transliteration services, and sign language interpreting services.

**ROW 16: Rehabilitation Counselors**

Provide an unduplicated FTE count of ANY rehabilitation counselors who provide services in individual or group sessions that focus specifically on career development, employment preparation, achieving independence, and integration in the workplace and community of a student with a disability. The term also includes vocational rehabilitation programs funded under the Rehabilitation Act of 1973, as amended.

**ROW 17: Orientation and Mobility Specialists**

Provide an unduplicated FTE count of ANY personnel providing orientation and mobility services including:

- Services provided to blind or visually impaired students to enable those student to attain systematic orientation to and safe movement within their environments in school, home, and community; and
- Teaching students the following, as appropriate:
  - i. Spatial and environmental concepts and use of information received by the senses (such as sound, temperature and vibrations) to establish, maintain, or regain orientation and line of travel;
  - ii. To use the long cane to supplement visual travel skills or as a tool for safely negotiating the environment for students with no available travel vision;
  - iii. To understand and use remaining vision and distance low vision aids; and
  - iv. Other concepts, techniques and tools.

**ROW 18: Other Professional Staff**

Provide an unduplicated FTE count of all professional personnel providing special education and related services for children with disabilities not reported in Part 3 or elsewhere in Part 4.

**ROW 19: Other Nonprofessional Staff**

Provide an unduplicated FTE count of all non-professional personnel providing special education and related services for children with disabilities not reported in Part 3 or elsewhere in Part 4.